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ABSTRACT

This teacher guide describes a parent education course designed to develop the skills of preschool and elementary school children by introducing parents to a number of learning activities suitable for implementation at home. The guide contains a series of seven lesson plans focusing on: (1) what the child learns in the primary grades, (2) how the parent can help a child do his best in school, (3) muscle development, (4) speech habits, (5) reading skills, (6) writing skills, and (7) mathematics. Each lesson plan is divided into two parts: directed activities to be used in the class with the parents and home activities for the parents' use with their children. Parent take-home sheets, which can be duplicated in quantities sufficient for distribution, make up half the booklet. (CS)

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LEARNING EXPERIENCES AT HOME

REINFORCEMENT FOR THE EARLY SCHOOL PROGRAM

ED 105 995

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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FOREWORD

Learning Experiences at Home describes a continuing education course which has the potential for providing a direct and vital supportive service to the K-12 instructional program of any school district. In particular, the curriculum of the early grades will benefit from this course, for its intent is to develop the skills of preschool children by introducing parents to a number of learning activities suitable for implementation at home. These learning activities are not costly, nor complicated, nor overly time-consuming; yet, their value is many-fold. Most obviously, the activities will enhance a child's chances of success in the initial stages of learning to read, write, and compute. This fact alone commends the course to any board of education concerned about having to maintain "corrective" programs.

Other benefits of a broader nature will also be apparent. It can be expected that children of parents enrolled in this course will show a more keen awareness of their environment and, because of their greater verbal fluency, will manifest an increased confidence in their abilities to interact and cope with the world around them. There are concomitant benefits for the parents as well. Most significant would be the increased interaction with their children which would encourage both mother and father to observe their children, to acknowledge their varying growth patterns, and to be accepting of them as they are. For this reason, *Learning Experiences at Home* is a program that should appeal to local parent-teacher associations — perhaps even receive their sponsorship.

George K. Tregaskis, associate, Bureau of Continuing Curriculum Development, conceived of the need for such a publication, directed its production, wrote much of the chapter dealing with reading, and prepared the final manuscript for printing. Anne Boniface of the Schenectady Public Schools contributed a great number of ideas to the original manuscript and was particulary helpful in suggesting illustrative material. Joseph A. Mangano, Chief, Bureau of General Continuing Education, assisted in the initial planning of the publication and enthusiastically endorsed its development.

Reviewing the manuscript and providing critical reactions were Ruth Flurry, Chief, Bureau of Child Development and Parent Education, and members of her staff. The photography is the creative work of Patrick J. Manning of the State Education Department. A number of the photos were taken at the Brandywine Elementary School, Schenectady, through the courtesy of Thomas J. Lindsay, principal, and his teaching staff.

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MESSAGE TO THE INSTRUCTOR

In their book, *Preventing Reading Failure,* Jeannette Jansky and Katrina de Hirsch noted the need for such programs as this publication is intended to promote: "Preschool programs for disadvantaged children which do not involve mothers are doomed to failure. The problem is not to provide enrichment and opportunities for the children but to restructure mother-child interaction patterns. ...mothering and teaching... go together; the child needs both if he is to perform up to his maximum capacity in an academic setting."

This quote emphasizes that educators should give increased consideration to the prevention, rather than the remediation, of the reading and general academic failures which are so prevalent among a large segment of our population. The need, though, extends beyond the disadvantaged. It is true that the incidence of school failure is greater among urban, lower socio-economic groups, but by no means are suburban, middle and upper socio-economic families exempt from the frustrations of a child experiencing difficulty in the early grades. The activities described in this publication will prove to be profitable for school age children of all families.

This publication broadens a second concept of Jansky's. The suggestion that some school failures might be prevented, or at least their severity limited, by enriched and structured mother-child learning experiences, is expanded to include total family participation. For boys particularly there are tremendous motivational advantages in having a father, uncle, or older brother model the desired learning behaviors. Ideally, then, both mother and father should be enrolled in this program.

The instructor using this guide will notice that there is compiled at the end of the seven chapters, parent take-home sheets printed in bold face type. The intent is that the instructor remove these from the book and duplicate them in quantities sufficient for distribution. In order that the parents may compile these in order, they have been sub-paginated with the new number encircled. Therefore,it is suggested that before xeroxing these handouts, the original page numbers be masked.

Once parents have begun to implement some of the activities suggested in this publication, it is anticipated that they will return to class eager to share their successes. Their enthusiastic accounts of their child's responses and their high motivation to know of new learning experiences in which they might engage their children, can make this one of the most inspiring assignments of any teaching career.

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I. WHAT YOUR CHILD LEARNS IN THE PRIMARY GRADES

Parents play a significant role in helping their child to experience a good start in school. But to do this effectively, they must be somewhat familiar with current teaching methods, materials, and programs. Certainly there is no substitute for parents visiting their child's classroom and talking with his teacher. This activity then, is intended to both encourage such visits and to make parent-teacher conferences more meaningful.

DIRECTED ACTIVITIES

PURPOSE: To provide an introductory discussion concerning what kindergarten and first grade children do in school and the kinds of learning experiences in which they are commonly involved.

ACTIVITY: Place the following subject headings on the chalkboard:

Readiness Reading Writing Speech Mathematics

Ask the parents to discuss their own learning experiences in each of these categories. Then ask them to describe or list what they assume their child has learned or is learning in each of the categories.

After some discussion has been generated, point out that changes have occurred in the way subjects are taught, and that today's children are exposed to more knowledge than any other generation. If they are available, present some brief statistics regarding achievement in the local school district.

Ask how many of the parents have visited their child's school, talked to his teacher, sat in on a class, and asked questions about what is happening in the classroom.

PURPOSE: To inspire parents to learn more about what is happening to their child during the hours he is in school; to look for answers to the question, *How can I help my child to succeed in school?*

ACTIVITY: Refer to the subject headings already listed on the chalkboard. Suggest to the parents that, together, you explore one subject area at a time, in some depth, in order to get constructive ideas as to their role in their child's learning experiences. Place the following continuum on the chalkboard and ask each parent to determine where on this line his opinion lies with respect to each of 12 statements which you will be reading to the class. Stop after each statement and ask for individual reactions. Pursue the discussion with such questions as *Why do you place yourself on 4, Mrs. Young?*

Continuum:

Strongly Agree — Strongly Disagree

1 2 3 4 5

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Twelve statements to be read to class:

1. *Talking about a child's feelings and about things that matter to him are an important part of his learning experiences.*

2. *How well a child can express himself in words has an effect on how easily he will adjust to school.*

3. *If a child is read to a lot at home, it will help him to learn to read better and faster.*

4. *Helping a child to practice his handwriting at home is not a waste of time.*

5. *Having a child tell a story and having an adult print it for him to read is good practice in both speaking and reading.*

6. *A child of 5 or 6 is not too young to try to write down his ideas for a story or a poem by himself.*

7. *Just talking to a child about simple money matters and trying to answer his questions will give him a good background for learning math.*

8. *Giving a child a small allowance and letting him do with it what he chooses is one of the best ways to teach him to manage money wisely.*

9. *Taking a child to the store and giving him a small amount of money to make a purchase with, letting him give the money and receive the change, is excellent experience for the work his teacher will be doing with him in school.*

10. *Getting a child to become familiar with using the clock to tell important times of the day will also help him with what he will be learning to do in school.*

11. *A young child should be encouraged to draw, cut and paste, paint, and play games in which he has to handle small objects because this will give him valuable practice for working skillfully and creatively in school.*

12. *Climbing trees, playing baseball or kickball, and jumping rope are not a waste of time for a child at home, because these activities help him to become better coordinated and to develop good feelings about himself and what he can do.*

AT HOME ACTIVITY

PURPOSE: To assist parents in evaluating their own knowledge of their child's school activities and how the child feels about these activities.

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ACTIVITY: Distribute the take-home sheet How Much Do I Know About What And How My Child Is Doing In School?, pp. 37-39. Ask the parents to think about the questionnaire carefully, answer each question as honestly and completely as they can , and bring their response sheets to the next class meeting.

Conclude the discussion by advising the parents to visit their child's school, meet his teacher, and discuss the child's progress, as this will help them to answer the questions on the take-home sheet.

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II. HOW YOU CAN HELP YOUR CHILD TO DO HIS BEST IN SCHOOL

One of the most important ways a parent can help his child to achieve his full potential in school is to encourage and develop good listening and visual habits at home.

In chapter I the parent took a close look at his child's life in school and began to get a general idea of his own role in his child's learning process. Chapter II will focus on helping the parent to develop his child's auditory memory, visual memory, and the ability to follow directions accurately.

DIRECTED ACTIVITIES

PURPOSE: To direct the parents' thinking about their child's observing, listening, and memory skills.

ACTIVITY: Lead into a general discussion of what makes a good listener, and what one can do to improve his memory of what he sees and hears. List some of the parents' responses on the chalkboard. Since this is a general discussion, expect general answers such as, *Pay attention when he is being talked to,* or, *Think about what he sees and hears.* Then ask:

- *How do you know when a child is paying attention? What are the signs you look for?*
- *What do you do at home with your child to help him to be a good listener?*
- *How do you help your child to follow directions you give him?*

These questions are still of a general nature, and the responses will be varied. It may be difficult for the parents to give specific answers. You may want to point out the reason for this difficulty. Parents often do not think about these activities as important ones, and thus they are probably not aware of any particular things they can do to develop these abilities in their children.

To guide the discussion into a more specific analysis of goals, pose the following questions, asking the parents to respond by using the same type of "strongly agree-disagree" continuum referred to in Chapter I.

- *When I say something to my child, do I make sure that he looks at me and listens to what I am saying? (Do I have his attention?)*
- *Do I ask him to repeat what I have said to him, especially if I have given him directions for going to the store, answering the phone, etc.?*
- *Am I aware that, by the time my child enters kindergarten, he should be able to say his name, address (street, house number and city),*

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and phone number from memory, and have I provided him with practice in reciting these facts?

- *Does my child frequently say, "I don't remember, " or, "I didn't see that," in response to a question from me about something that happened a short time ago?*

- *Can my child recall general facts about a movie, TV show, or party he saw or attended the day before? Two days ago? A week ago?*

PURPOSE: To encourage the development and/or extension of observing, listening, and memory skills at home through the repetition of simple techniques.

ACTIVITY: Distribute the checklist, Parental Considerations For Improving A Child's Ability To Listen And Recall, pp. 40-41. Ask each parent to read the suggestions carefully and decide which ones he already does and which ones he can begin to do with his child.

Suggest that, after about a month of following the suggestions, the parents report in class any improvement they notice in their child's ability to recall what he sees and hears and to follow directions. They should check those areas where improvement is observed in the third column on the sheet of suggestions.

To further motivate the parents to start following these suggestions, decide on a date, about a month in the future, when they should be prepared to report and discuss the changes they have noticed. Stress that they may not see immediate or dramatic signs of improvement in the child, but that any change at all for the better is to be considered good progress. Advise placing the checklist where it will be seen and frequently referred to.

AT HOME ACTIVITIES

PURPOSE: To provide the parents with simple, yet effective, games which they can use as recreational activities with their child to improve his auditory, visual, and memory skills.

ACTIVITIES: Distribute the three take-home sheets, Listen And Visualize, p.42; Listen And Repeat, p.43; and Listen And Do, p.44. Review the purpose and directions with the parents for each activity, then do one of the activities with them, engaging their participation. You might have them practice or demonstrate with each other the steps involved. Encourage them to try at least one of the activities at home with their child, noting the results on their checklists.

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III. DEVELOPING THE MUSCLES YOUR CHILD NEEDS FOR SCHOOL

As discussed in the first chapter, the kinds of activities that the child engages in outside of school are important in helping him to become oriented to school.

Certain activities can be helpful in strengthening a child's large muscles -- muscles used in running, climbing, jumping, balancing, and throwing a ball. These activities are therefore referred to as large motor activities. Other activities are useful in helping him to develop the smaller muscles used in writing, drawing, manipulating puppets, cutting, pasting, etc.. These are referred to as fine, or small, muscle activities. Learning to use sets of muscles fully and to control them at will, will help the child develop the self-confidence which he needs for coping successfully with his surroundings and the tasks prescribed by the school program.

DIRECTED ACTIVITIES

PURPOSE: To introduce the concept that motor activities are important and necessary to a child's total development and to stimulate the parents' thinking regarding how much and what kind of activities are beneficial to their child's growth.

ACTIVITY: Write the following list of activities on the chalkboard:

playing ball	painting at easel
jumping rope	ice/roller skating
tracing	cutting out paper dolls
climbing a tree	

Initiate a discussion by asking parents to identify which of these activities their child engages in. Then, encourage them to explore how doing each of these things helps their child to develop.

This may be a new concept for some or most of the parents, so you might want to offer an explanation that school is not just a place where children sit still and do mental work all of the time. Rather, in school, children learn to use their bodies as well as their minds and there is a certain reciprocal development of each.

Ask the parents to tell how they think each activity helps to develop the child. Then, ask them to think about how doing that activity, outside of school, would be helpful to the child in his school work. Finally, have the parents add to the list on the chalkboard other activities which they think would be beneficial in the ways discussed.

NOTE: The idea here is to point out to the parents that a child needs a balanced schedule of activities for his out-of-school hours. This can be accomplished best by the aforementioned discussion techniques, and by being guided by the quality and quantity of the parents' responses.

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AT HOME ACTIVITIES

PURPOSE: To provide parents with an example of large motor activities and small motor activities that can be done at home by their child, either by themselves, or with other children or adults participating. Doing these particular activities may and should, hopefully, lead to the performance of other similar ones, and perhaps stimulate development of new games.

ACTIVITY: Distribute the two take-home sheets, Scissors Activities, pp. 45-46; and Jump Ball Games, pp. 47-48. As each sheet involves numerous and rather detailed instructions, provide enough time for answering any questions and for discussion relating to each.

It might be wise to emphasize to the parents as they take home the two sheets that these activities are to be used as a guide, or key, for seeing that their child receives both kinds of activity each day: at least one large and at least one small motor task (game). The results of these activities are of a long-range nature and, as such, improvement in school work is not to be expected immediately.

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IV. HELPING YOUR CHILD DEVELOP GOOD SPEECH HABITS

While most schools do not follow a curriculum prescribing the teaching of speech, it nevertheless is far from being a subject which is neglected during the daily course of learning experiences in a typical lower grades classroom. Teachers do plan activities that are specifically intended to extend and enrich children's speaking abilities. Indeed, there are several reading and language arts series, notably Sounds of Language by Holt, Rinehart and Winston, The World of Language by Follett, and The Language Experiences in Reading by Encyclopedia Brittanica Educational Corporation that emphasize learning experiences which encourage the practice and development of verbal skills.

It is not an uncommon practice for classroom teachers to purposefully model language patterns that they ask children to repeat. Also, in an effort to identify poor enunciation, words mispronounced, malapropisms, physical impediments to proper speech reproduction, persistence of baby talk, and excessive use of monosyllabic responses, the alert teacher carefully monitors the informal dialogs which transpire daily in his classroom. When identified, these symptoms of poor speech habits are often discussed with the school district's speech therapist and a remedial strategy is formulated.

The speech program, therefore, of the lower grades, while not being so obvious as the 3R's, nonetheless exists in either developmental or corrective activities carried out in either structured or unstructured modes.

This chapter, while providing parents with some guidelines for identifying speech problems, will focus mainly on activities which will enable parents to reinforce what the classroom teacher might be doing with the children to help them develop good speech habits. Parents should be advised that if they feel corrective measures are indicated, then they should work closely with the school district's speech therapist reinforcing whatever regime of remediation he has chosen.

DIRECTED ACTIVITY - 1: Assessing ability to reproduce the basic sounds of English

PURPOSE: Parents are usually as anxious to learn that their child's speech is developing normally as they are to learn that the progress of their child's physical growth is at least average. A test of articulation will help parents to obtain an idea of the speech sounds that their child has mastered and to compare his performance with what might be considered normal for his age level.

ACTIVITY:

- Distribute An Articulation Test for Children, p. 49. Explain that these "age level performances" represent a considerable degree of arbitrariness and that a 6 to 10 month variance in their child's abilities should not be cause for alarm.

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- Demonstrate the procedure to be followed in administering the test. (Say each word clearly, in isolation, ask the child to repeat it, and note any mispronunciations.)

- Caution the parents against administering the entire test to young children at one sitting.

- Caution the parents against isolating the sounds and asking such questions as, *Don't you hear the 'buh' sound in boy?*

- Encourage the parents to develop a similar test for the short and long vowel sounds. (This activity will also serve to make parents aware of the basic sounds of speech and the multiplicity of spellings by which these sounds are represented in writing.) The parents may wish to administer this test to their children and use the data collected to compile average ages at which each sound appears to be mastered.

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DIRECTED ACTIVITY - 2: Assessing ability to hear

PURPOSE: There exists a relationship between the speech sounds that a child may not be hearing and those he may be experiencing difficulty in reproducing. Therefore, in administering the Articulation Test For Children, a parent may observe that his child seems to experience difficulty in hearing, as well as saying, certain of these words. In this event, the parent may wish to explore the possibility of his child having a hearing loss. The following methods of assessment are recommended.

ACTIVITY: Explain to the parents that hearing losses may occur at different frequencies (pitches) as well as decibels (volumes). Therefore, they should try repeating any test items missed at different pitches and volumes, or perhaps, asking someone with a different voice range to repeat the test items to their child.

As a further check on a child's hearing, the parents may wish to compare the distance at which their child can hear a watch ticking and the distance at which they, themselves, or someone else with good hearing, can detect the same watch's sound. This test needs to be done twice - once bringing the watch closer to the right ear, and once bringing the watch closer to the left ear. In each instance the person listening for the tick raises their hand when they first hear it.

If the parents have any doubts about their child's ability to hear, they should discuss their concerns with the school nurse teacher or their family physician. The tests described here are very crude and only a trained person with the proper equipment can administer a reliable test of a child's auditory abilities.

In like manner, if the parents feel that there is evidence of any impediment of speech, they should bring it to the attention of either the classroom teacher or the school nurse teacher.

DIRECTED ACTIVITY - 3: Noting differences between spoken and written language

PURPOSE: An awareness of the difference between the spontaneous, utilitarian language used in everyday verbal exchanges and the contemplated, carefully structured language used in written communications occurs to most children as they begin to read and write. For others, it needs to be pointed out that utterances such as *Jeat* and *Dono* really represent more complete questions and statements as *Did you eat* and *I don't know*, and that the latter form is usually used in writing.

The purpose of this activity is <u>not</u> to suggest that judgements should be made regarding these abbreviated and commonly used forms of speech and their relative lack of grammatical and syntactical completeness. Rather, it is to encourage parents to make their child aware of the full complement of words which is represented in the compressed expression.

This can be accomplished by asking the parents to compile a list of compressed expressions commonly used in their household (spelled as best they can by "sounding out" the expression), and writing in, to the right of each entry, the statement as it would normally appear in writing.

Distribute Shortcuts We Use In Talking, p. 50. Taken home, this listing can be used to introduce children to the game of seeing who, in a weeks time, can add the most expressions to the list.

DIRECTED ACTIVITY - 4: Providing practice in projecting the voice and in sustaining a conversation

PURPOSE: To provide parents with suggestions for encouraging their child to speak with sufficient volume to be heard by one close by or by a group at a moderate distance.

ACTIVITY:

- Suggest to the parents instances where their child can "speak up" for the family group. Such as:
  - Answering the phone
  - Answering the door
  - Ordering gas
  - Placing an order at a restuarant
  - Calling the family pet
  - Introducing the baby

- Distribute several comic sections from newspapers. Ask the parents to describe to the group one comic strip that is self-contained and not serial. Suggest that children might be encouraged to do the same for the family group.

- Ask the parents to share with the group, the last experience they had in engaging their child in a conversation of a least 60 seconds duration. Encourage them to relate where and when it happened; who initiated it and how; how it was sustained (i.e., parent-question-child answer pattern); if it was interrupted, and how it was terminated; and if it was a conversation returned to at a later time.

If the parents' responses indicate that they have found it frustrating to carry on a meaningful conversation of any length with their child, point out to them that children need guidance, stimulation, and in some cases organization in what they should talk about. This type of direction can be provided by asking questions that demand the recall of specific sensory impressions rather than general feelings. Distribute Questions About School, pp. 51-52 and suggest to the parents that if their child's answer to *What did you do in school today?* has been *Nothing;* or *How did school go today?* has been *O.K.;* then they might try asking these more thought-provoking type of questions.

V. REINFORCING YOUR CHILD'S READING SKILLS

Reputations of school districts, individual schools, and even teachers rise and fall on their ability to teach children to read. Irrespective of socioeconomic status, racial origins, or educational background, most parents show zealous concern regarding their child's reading achievement and they are willing and eager to do what they can to help their child to master this most vital and basic tool of learning.

The instructor will find that this chapter is divided into four main topics: reading readiness, decoding, word recognition, and comprehension. Each of these topics will be discussed in terms of basic guiding principles, information parents should obtain from the school, and suggestions for reinforcing at home the skills introduced in the classroom.

DIRECTED ACTIVITY - 1: Reading Readiness

PURPOSE: To introduce parents to the concept of reading readiness; to assist them in inquiring about the reading readiness program followed in their child's classroom; and to suggest at-home activities which would foster reading readiness.

ACTIVITY: Explain to the parents that a distinction is usually made between what constitutes reading readiness activities and those activities which signal the initial stages of reading instruction. The separation is rather arbitrary — some educators and textbooks feeling that reading instruction begins before a child is challenged to establish sound-symbol associations and that, therefore, all his experiences contribute to his being prepared socially, mentally, and physically to learn to read.

This negates the idea of there being a phase of development that needs to be structured through learning experiences just prior to reading instruction. In addition, when such distinction is made, the activities that are commonly included in each category overlap considerably. For example, being able to identify letters by their names is one skill that is sometimes placed in the area of reading readiness and sometimes in the initial phases of reading instruction.

Regardless of how labeled or categorized, there are certain requisite skills and concepts which, once a child has mastered, seem to facilitate his being able to associate meaning with the printed word. At this point, distribute the checklist on pp. 53-54, Are These Necessary To Learn To Read? Using the following answer guide, conduct a discussion of each item and, as this list is not exhaustive, the parents should be encouraged to make their own additions.

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1. Necessary - Essential to the learning process.

2. Necessary - For pictures, shapes, and letters; perhaps necessary for words — depends on how early sight vocabulary is introduced.

3. Not necessary - Though generally considered to be an indication of general maturity.

4. Necessary - Children will often be asked to turn to a page signaled by a number.

5. Necessary - During reading instruction the child will often be asked to choose a quantity of something: books, words, number of sheep that were lost, etc..

6. Necessary - Children will often be instructed to *turn to the second page, mark the 3rd picture,* etc..

7. Necessary - This is one of the basic eye movements in reading.

8. Perhaps - If cutting is a task required in the reading program; e.g., *Cut out the pictures and arrange them in order.*

9. Necessary - Basic to the decoding skill of making initial consonant substitutions.

10. Perhaps - Auditory recall may contribute to vocabulary growth.

11. Necessary - Teachers expect children to be able to do this.

12. Necessary - The focus of units to be decoded are usually words and these must be isolated for the application of phonic principles.

13. Not necessary - Children will seldom be required to memorize any element of language larger than a word.

14. Perhaps - It would make it easier for a child to comprehend what he reads but it may be argued that ability for this type of recall is developed through reading — not before reading.

15. Perhaps - But only if colors are primary keys used in the reading program; i.e., *The red letters are upper case and the blue letters lower case.; Follow the green arrows.;* etc. (Colorblind children do learn to read.)

16. Perhaps - And usually so in that most reading programs integrate some kind of writing exercises or written responses.

17. Necessary - Ability to handle books properly essential for child to find the focus of instruction or to enjoy a book independently.

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18. Not necessary - Little relationship to what is required of a child in learning to read.

19. Not necessary - Though this, and other body movements such as jumping rope, show large muscle development and coordination. The relationship between body awareness and ability to learn to read remains speculative. Indeed, crippled children have learned to read with little difficulty.

20. Necessary - These are common directions used by a classroom teacher.

Encourage the parents to schedule a conference with their child's teacher for the purpose of determining:

- If their child is being exposed to reading readiness activities or whether he has begun to receive instruction in decoding or association symbols with sounds.

- How the teacher judges when a child is ready to profit from instruction in making symbol-sound associations. (Caution parents against assuming that chronological age alone is a valid indicator of their child being ready to learn to read.)

- If the teacher feels their child is making progress in mastering either the skills the teacher categorizes as being requisite to learning to read or the skills of reading.

- What materials their child is using.

- What activities the teacher recommends to be done at home to reinforce what she is doing in the classroom.

- If the teacher feels their child's hearing and vision are adequate.

Distribute take-home sheets p. 55 through 59, and explain that these are general, developmental activities which would benefit any child, regardless of the specific reading or reading readiness program he might be in at school. If this group of parents has not been exposed to the curriculum *Language Experiences for Your Preschooler, Part 1* then this would be an ideal time to introduce them to the possibilities of making experience charts with their children. (See pages 56-65 of that publication.)

DIRECTED ACTIVITY - 2: Decoding

PURPOSE: To explore the meaning of decoding, to suggest questions parents may wish to ask regarding this phase of their child's reading instruction, and to demonstrate several activities which parents can implement at home to reinforce the decoding skills taught in the classroom.

ACTIVITY: Perhaps the basic principles regarding decoding can best be taught by means of an informal lecture format with parents being

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encouraged to ask questions as they occur to them. Keep it simple and explain any reading terms as you introduce them. The following outline might be used as a guide for this activity.

I. Decoding is reading in the restricted sense of pronouncing words.

   A. Decoding does not imply that the meaning of the word or words decoded is known.

   B. Decoding requires the association of symbols (which may be individual letters, clusters of letters, word parts, or whole words and phrases) with the elements of speech they represent. The alphabet is a code system, hence the term decoding refers to deriving the correct pronunciation of written symbols. Encoding, refers to constructing the correct spelling, or putting into writing, speech sounds.

II. When a word has to be "sounded out," the process is one of determining the units of sounds in the word, and blending them together in proper sequence.

   A. Some consonants have no true sound of their own when in isolation and therefore, to be "sounded" they must be joined with the vowel following. The sound of the letter b is commonly referred to as "buh" which might be correct for its use in "butter" but not in "batter" or "bitter."

   B. There is a certain degree of unreliability in the code used in decoding and encoding the English language. A particular sound, such as the initial sound in "acorn," is not always represented by the same symbol or combination of symbols (gain, hate, weight); and a certain symbol, such as f, does not always represent the same sound (of, fun).

   C. There are approximately 43 basic sounds of speech in the English language and only 26 letters are used to represent these sounds. This partially accounts for the reason why combinations or clusters of letters are used to represent some speech sounds. The foreign derivations of many words also account for a percentage of the irregularities of our sound-symbol system - including many of the letters that are "silent" (lamb).

   D. Beginning readers are usually taught a number of phonic generalizations which they are encouraged to apply to words they do not recognize. An example would be, *when a single syllable ends in e, and there is a preceding vowel, that vowel will be long.* As the term "generalizations" implies, their application does not guarantee correct decoding. (Hope and pile, yes; but love and come, no.) Therefore, beginning readers are encouraged to try alternate phonic analysis and word attack techniques until they determine that the unknown word appropriately fits the context.

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E. A method of teaching reading which emphasizes symbol-sound associations will probably have greater appeal for the child who has a tendency to retain more of what he hears than sees than the child who learns more readily by seeing than hearing.

It is not uncommon for the reading program of a school to be the topic of a parent-teacher meeting or an orientation session at the beginning of a school year. At this time, parents will probably learn most of what they want to know concerning the reading instruction their child will be receiving. Either through these occasions or by scheduling a conference with the classroom teacher, parents should have answers to the following questions:

1. Is my child being taught symbol-sound associations? If so, in what sequence are they introduced? (Initial consonants; short vowels; long vowels; letter clusters: at, op. an; or other variations)

2. What procedure is my child encouraged to follow in deriving the correct pronunciation of a word he does not recognize at sight?

3. What phonic generalizations will my child be expected to apply to unknown words?

4. What materials are used in teaching my child decoding skills? (Textbooks, workbooks, worksheets, charts, audio-visual materials)

5. Is the teaching of encoding and decoding skills integrated? That is, is my child expected to know how to spell the words that he is learning to decode?

6. What activities are suggested for reinforcing at home the decoding skills taught in the classroom?

Distribute Fun With Sounds In Words, pp. 60-61. Demonstrate several of the activities listed and provide the students with the time and the paper, pencils, cards, magic markers and scissors needed for developing the materials these activities call for.

DIRECTED ACTIVITY - 3: Sight vocabulary

PURPOSE: To familiarize parents with a listing of frequently used words which their child should recognize at sight and to suggest ways in which their recognition could be reinforced.

ACTIVITY: Distribute Basic Sight Vocabulary, p. 62 and explain to the parents that these are words that every child is eventually expected to be able to pronounce without having to "sound them out" by their parts. The words that are checked once comprise approximately 25 percent of all words used in writing and the double checked words, 50 percent.

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These words can be printed on 3 x 5 index cards and used in a variety of drill activities. Caution the parents to write large, to form their letters correctly, and to use just lower case letters.

Show parents how to hold the printed cards with one hand while the other hand holds a blank card over the word on the top of the deck. In this position the word can be revealed for a very short duration of time, the blank card almost acting as a camera shutter. Cards called correctly are kept by the child for points or awards, or each correct response allows a toy car to be advanced on a toy racetrack. Words that the child does not know or is hesitant in recognizing are set aside for future drill.

Once the individual words are instantly recognized, they may then be combined into two or three word phrases which are printed on 5 x 8 cards and used in similar manner.

To closely integrate these activities with the classroom reading program, it is suggested that the parents ask the teacher what "sight words" are introduced in their child's reader and be certain to practice with those first. These may include some words that are not found in the Basic Sight Vocabulary lists — especially the proper names of characters included in reading textbooks.

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DIRECTED ACTIVITY - 4: Comprehension

PURPOSE: To acquaint parents with a concept of reading that goes beyond decoding; to suggest several things that they should learn about their child's ability to understand what he has read, and to demonstrate activities that promote and test for comprehension.

ACTIVITY: Place the following sentence on the board and ask the parents to read it.

Er kam schnell nach Hause.

Most will try to sound it out, assuming that the symbol-sound system is similar to that of the English language. As this is written in German, which does have a parent relationship to English, their pronunciation of the words will be roughly accurate. However, unless someone knows German in the sense of being able to attach meanings to words and thus the sentence, they will not have read the sentence. No message will have been communicated. They will not have been able to make a correct assessment of the author's meaning. By this definition of reading, most parents will agree that they have not been able to read this sentence.

One reads then, when, following the decoding of the symbols, meaning is attached to words and their order and arrangment. *The cat bit the dog* has a different meaning than *The dog bit the cat.*

Meaning, and indeed emotions, are attached to words and to sentence structures according to one's experiential background.

This concept of what constitutes reading can be expanded to include the idea that one has really not read something until they react to it — either inwardly or in some behavioral manner. Most frequently, a child is stimulated to react to what he read through the posing of questions. It should be noted that this is a way of testing for reading comprehension — or of providing practice in comprehending the printed word — but that instruction designed to help a child to develop his comprehension usually takes the form of drawing the reader's attention to the way in which authors organize their material, to the relationship between the text and graphic illustrations; to clues for identifying fact and fiction; and to figures of speech. The study skills of paraphrasing, summarizing, and outlining are also taught as a means of strengthening recall.

In addition, at the early stages of reading instruction a strong emphasis is placed on generating an expectancy in children regarding something they are going to read. Purpose for reading, which enhances ability to grasp and retain what is read, is often established by such introductory remarks as:

> *In the picture on page 8 we see a boy with a broken wheel on his wagon. Read this story to find out how he gets the broken wheel fixed.*

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Explain to the parents that there is certain information regarding their child's reading comprehension which will provide them with some direction in working with their children. Answers to the following questions can be obtained by asking them during parent-teacher conferences or perhaps by the parents making their own observations.

- Is my child able to recall facts from what he has read?
- Is my child able to tell, in his own words, the main idea of a short paragraph he has read?
- Is my child able to draw inferences from what he has read?
- Is my child able to follow which person is being referred to by the use of pronouns?
- Does my child understand idiomatic expressions? (... by the skin of his teeth.)
- Does my child display any emotional reaction to what he has read? Laughter, anger, sadness, fright, enthusiasm, surprise?
- Is my child able to separate fact from fiction and opinion?
- Can my child recall, in proper order, a sequence of events he has read about?
- Is my child able to recall what he has read 30 minutes after he has read it? A day after he has read it? A week?
- Is there any type of reading material that my child seems to have difficulty in comprehending? Fact? Fiction? Directions? Poetry? Scientific explanations? Dialogues? Books without pictures? Word problems in math?
- Does my child read so slowly and with so many errors that he has difficulty making a coherent interpretation of what he reads?
- Does my child understand what he reads, whether he reads it orally or silently?
- Is my child able to write about what he has read, as well as talk about it?
- If he has a problem in providing a correct written response, then which of the following common forms of directions seem to cause him the greatest difficulty?

- 1 - Choose the best title for this story.

  a. Everyone Enjoys A Circus
  b. A Circus Comes To Town
  c. Bobo The Clown

- 2 - Underline the sentence in this story that tells the main idea.

- 3 - The main idea of this story is that when the circus comes to town everyone _____.

- 4 - Use one complete sentence to tell what this story is about.

- 5 - List some other tricks that you think Bobo could do.

- 6 - Write a different ending for Bobo's adventure.

(Note: The above order, 1-6, represents an ascending demand for a creative response. Perhaps only 1-4 could really be considered an assessment of the reader's ability to determine the main idea of what he has read. Another creative but non-verbal response is called for when the directive is to *Draw a picture showing Bobo's famous trick.)*

Distribute A Model For Reading Comprehension Activities, pp. 63-66. Work through the entire exercise with the parents, providing help when necessary, and encouraging the parents to share their reactions and results. Explain to the parents that these models assume that the child they would be used with is an average reader who has nearly completed first grade and that in selecting materials for their child they may have to choose material that is of a different reading level.

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VI. HELPING YOUR CHILD DEVELOP GOOD WRITING HABITS

Good habits of writing, formed early, will help the child to write more legibly and with less fatigue. Parents can help reinforce these habits by providing the proper seating, materials, and frequent opportunities for meaningful writing experiences.

DIRECTED ACTIVITY

PURPOSE: To explain to parents what constitutes a favorable seating and an adequate collection of materials for their child's writing.

ACTIVITY:

- Ask the parents to determine where their child locates himself to write, or where they will suggest that he do his writing.

- Distribute the Checklist Of Preparing For Writing, p. 67, and discuss the items with the parents. Note: The models of proper letter formation referred to in this take-home sheet may be found on pages 46-48 of *Language Experiences for Your Preschooler, Part 1: Activities at Home,* available from the Bureau of Continuing Education Curriculum Development.

- List on the chalkboard instances when children might be asked to do some functional writing. These might include:
  - Copying from the T.V. guide: the time, channel, and names of programs that he or the family wish to watch in the coming week. (This could be done in chart form and taped near the T.V. set.)
  - Writing a shopping list. (This may require the parent to spell some words for the child but in some instances the child will be able to copy the name of the item from labels; e.g., milk, Cherrios, toothpaste.)
  - Making labels for gifts.
  - Making a list of telephone numbers the family frequently dials.
  - Writing notes to friends and relatives. (Perhaps these would need to be dictated by parents.)
  - Making family reminders to be posted on bulletin board or refrigerator.

- Elicit from the parents other additions to this list.

- Encourage the parents to meet with their child's teacher to determine:
  - How she has instructed the children to hold their paper and pencil
  - What terminology she uses regarding the formation of letters:
    - upper case, lower case or capital and small letters
    - a two space letter or one that goes up into the attic or down into the cellar
    - slanted lines or lines that lean over
    - vertical lines or lines that go up and down
    - printing or manuscript

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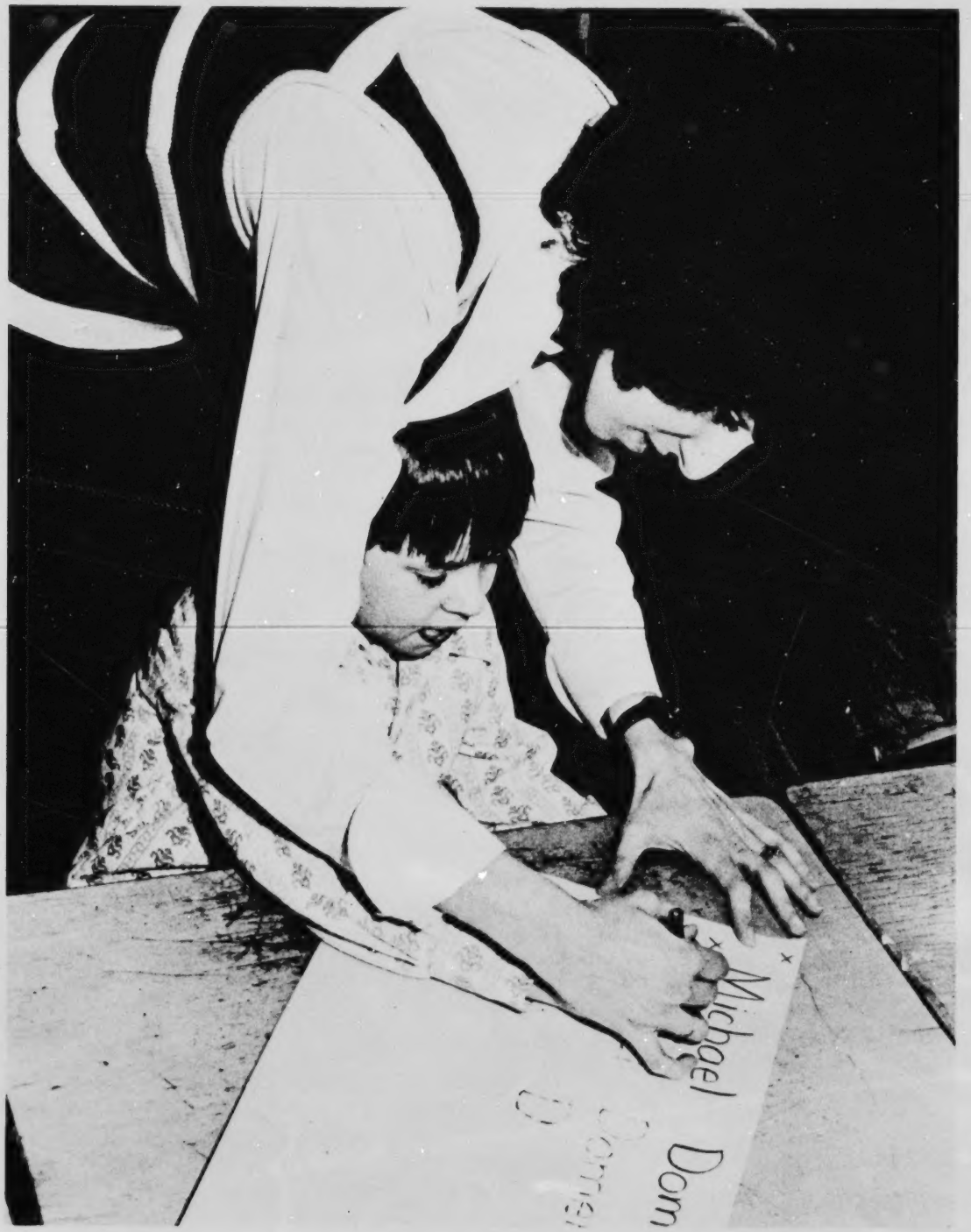
- At subsequent class meetings, encourage the parents to share with their classmates their experiences in helping their children to write.



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VII. HOW YOU CAN HELP YOUR CHILD WITH MATHEMATICS

Much of the child's early learning experience involves working with numbers: grouping, addition and subtraction facts, and telling time. Chapter VII will provide assistance to the parent in helping his child to practice or reinforce the mathematics activities that he is learning in school.

DIRECTED ACTIVITIES

PURPOSE: To show parents how to reinforce, by grouping, the association between a numeral and the quantity it represents.

ACTIVITY: Ask the parents to recall, if they can, how they learned to associate a numeral with its quantity. This will result in a variety of answers which should be channeled into the idea of using things, and seeing pictures of objects, to comprehend the association. Discuss with the parents the concept that counting is simply adding; i.e., in a group of three pencils, one of the pencils is a quantity unto itself to which has been added one more to make a total quantity of two to which has been added one more to make a total quantity or group of three pencils. When a child counts "1, 2, 3" he is really processing mentally, "One plus one is two, plus one more is three." Therefore, in counting three pencils a child should pick up and hold one of the pencils as he says "one"; pick up and hold a second pencil as he says "two"; and pick up and hold a third pencil as he says "three."

In working with the Numeral Quantity Associations worksheet, p. 68 the parents should have their child color in a circle as he counts "one"; color in a second as he counts "two"; and so forth following the principles of counting objects. Stress that children should first be introduced to the concept of counting, and quantity, or "how many" by their handling or touching real objects. Three-dimensional activities must precede two-dimensional paper and pencil activities illustrating groups of objects which in turn must precede abstract statements such as, "Three apples are more than two apples."

In all of these activities, encourage the parents to see and use the possibilities that occur in everyday situations to reinforce learning concepts. In this activity, the ability to use ordinary situations and materials is especially useful.

To provide parents with some practice in the concept of grouping, place on the chalkboard five numerals in a vertical row. Example:

1
3
4
7
10

Have the parents think of objects around their homes that could be used to illustrate each of these numerals. For example, one table;

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three apples in a bowl; four chairs at the table; etc.. Ask for five volunteers to come up to the chalkboard and either draw or write their illustration for each of the five numbers. This will provide practical experience in the orientation of associating numerals with their quantities.

Next, ask for ideas from the parents as to other suitable objects to use in grouping from one to ten, listing these suggestions as they are given on the chalkboard.

PURPOSE: To provide the parents with ideas as to how they can work with their child at home to help them grasp the principle of grouping and numeral associations.

ACTIVITY: Distribute Numeral-Quantity Associations, p.68. Instruct the parents to connect the printed numeral with the objects it matches, by drawing lines. Though this may seem like a simple task for parents, point out that it may not be so easy for the child who is beginning kindergarten. Explain to the parents that this is a typical matching exercise given to their children, and then prepare them for a discussion regarding how this exercise can be made easier if the child is having trouble mastering it, or, if the child grasps the concept, how the idea can be practiced at home for reinforcement.

Distribute Reinforcing Numeral-Quantity-Name Associations, p.69 which shows the numeral 7 illustrated by seven objects, and allows space for tracing the number. This kind of exercise provides kinesthetic reinforcement for recalling the shape of the symbol that represents this quantity. In addition, the parent will, by frequently referring to the numeral, reinforce its name.

AT HOME ACTIVITIES

Conclude by distributing, Ideas For Grouping Objects At Home, p. 70. Allow time for the parents to read it through and comment on or question the various suggestions. Encourage them to try at least two of the suggestions before the next class session, and to be prepared to report the results to the class.

ACTIVITY: Distribute 11 cards to each parent. Have them write the numbers 0-10, one on each card. Then explain to the parents that these number cards will be used with the Ideas for Grouping Objects at Home sheet and that they are to be taken home and used by the child as he does the activities.

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DIRECTED ACTIVITIES

PURPOSE: To suggest to parents ways in which they might reinforce the skills of handling money. (This activity is suggested for use with first grade children).

ACTIVITY: Initiate the discussion by asking the parents:

- *Do you ever take your child shopping with you?*
- *Do you ever let him help you decide what to buy?*
- *Do you allow him to pay for a purchase, all by himself?*
- *Do you give your child an allowance, or money occasionally, to spend as he wants to?*
- *Does your child try to count his change from a purchase, with your help?*
- *When your child makes a mistake in his addition or subtraction, do you turn it into a learning experience for him, instead of criticizing him for it?*

AT HOME ACTIVITIES

These questions are designed to help the parents to think about what kinds of experiences their child has had with handling small sums of money and how the experiences that they provide can help the child with his school work in mathematics.

PURPOSE: To help the parents introduce the child to using money in real-life situations.

ACTIVITY: Distribute the take-home sheet, Playing Store With Your Child, p. 71. Ask the parents to describe how playing store can be good preparation for taking their child on an actual shopping trip.

Next, distribute the take-home sheet Checklist For Going Shopping With Your Child, p. 72. Suggest that each parent try to introduce the playing store activity to his child and encourage them to follow this up with a shopping trip to the grocery or the department store.

Remind the parents to keep the amount of money handled by the child during any transaction small, so that the child's chances of dealing successfully with the situation are increased.

00034

DIRECTED ACTIVITIES

PURPOSE: To suggest to parents ways in which they might reinforce the skill of telling time.

ACTIVITY: Ask the parents to think about why their children should be able to tell time, and have them list at least three reasons why. Then have the parents discuss their reasons briefly, deciding on the most important ones.

Distribute the checklist What My Child Knows About Time, p.73. Encourage the parents to use this checklist as a survey of their child's present abilities and as a guide for some things they should be teaching their children.

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AT HOME ACTIVITIES

PURPOSE: To show the parents how to help their child to make his own toy clock for use in practice situations.

ACTIVITY: Distribute the take-home sheet called, Making A Paper Plate Clock, p. 74. Review with them the directions for making the clock, asking them to think of ways it could be used. Use your own judgment to determine whether the clock should be made at home or in class.

SUGGESTED ACTIVITY FOR USING PAPER PLATE CLOCK

When an event approaches which is of importance to the child, the parent should encourage the child to set the hands of his toy clock to duplicate the actual time.

- For a TV show the child could set the hands of his play clock at the proper position for the start of the show, then move the hands forward at the end of the show, and the parent could ask the child to figure out how long it was from the beginning to the end (time elapsed). *Was it a half-hour show? An hour show?*

- At bedtime the child could set the hands of the play clock ahead to what time he expects to arise, again trying to determine how much time will have elapsed (how many hours he will have been asleep).

- The toy clock can be used to set the time in advance for a doctor's appointment, a movie date, or when someone is expected to arrive. Then, when the actual clock time coincides with the present time on the toy clock, the child will be aware of the importance and significance of telling time accurately.

AT HOME ACTIVITIES

PURPOSE: To provide the parents with an additional activity to reinforce the concept of telling time and relating telling time to important events in the child's day.

ACTIVITY: Distribute the take-home sheet called, Making A Time Booklet. p. 75. This could be given out after the parents have tried making and working with the toy clock, and their reports of success are discussed.

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HOW MUCH DO I KNOW ABOUT WHAT AND HOW MY CHILD IS DOING IN SCHOOL?

During the hours your child is at school he is involved in many different learning experiences. To help you in your understanding of this part of your child's life, answer these questions by placing a check in one of the columns.

QUESTION	YES	NO	SOMETIMES	WILL TRY
Do I know how my child gets to and from school, who goes with him, how long it takes him to arrive there and to arrive back home?				
Have I been to my child's school to see his room and meet his teacher?				
If a parent-teacher conference has been requested, have I attended, or made arrangements to attend?				
Do I ask my child questions about his school day, convincing him that I really want to be informed? .				
Do I encourage my child to do any homework that has been assigned, helping him if necessary?.				
Do I know about how well my child is performing in each of his subject areas? If not, do I try to find out where his strengths and weaknesses lie?. . . .				
Do I present a positive, enthusiastic attitude about my child going to school?				
Do I actively encourage my child to give each new activity a try, doing the best he can?				
Do I recognize that my child will have to make some mistakes as part of the learning process?. . . .				
Do I expect that all of my child's work and all his attitudes will always be perfect?				

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	YES	NO	SOMETIMES	WILL TRY
Have I asked the teacher how I can help my child with his reading at home?.				
Do I know what books my child likes to read and is able to read?				
Do I have an idea of what the teacher is teaching my child in mathematics, and of how I can help with this at home?.				
Do I watch my child when he is holding a pencil or crayon, to see how he is forming his letters and if his posture is erect?				
When my child asks me for help or advice, am I too busy to spend some time with him?				
When my child brings home his art work and other samples of his school-work, do I sit down with him and really look at the papers and listen to what he is telling me?.				
Can I "read between the lines" to know if my child is upset about something, even if he doesn't come out and say so?.				
Do I encourage my child to talk about his feelings?.				
Have I tried to attend PTA meetings at my child's school, where I can keep in close touch with the teacher and also talk with other parents?. .				
Have I provided a place in the house where my child can go to work on something that interests him, or just to be alone?.				
Does my child's work area have a desk, or a small table, and a chair?				

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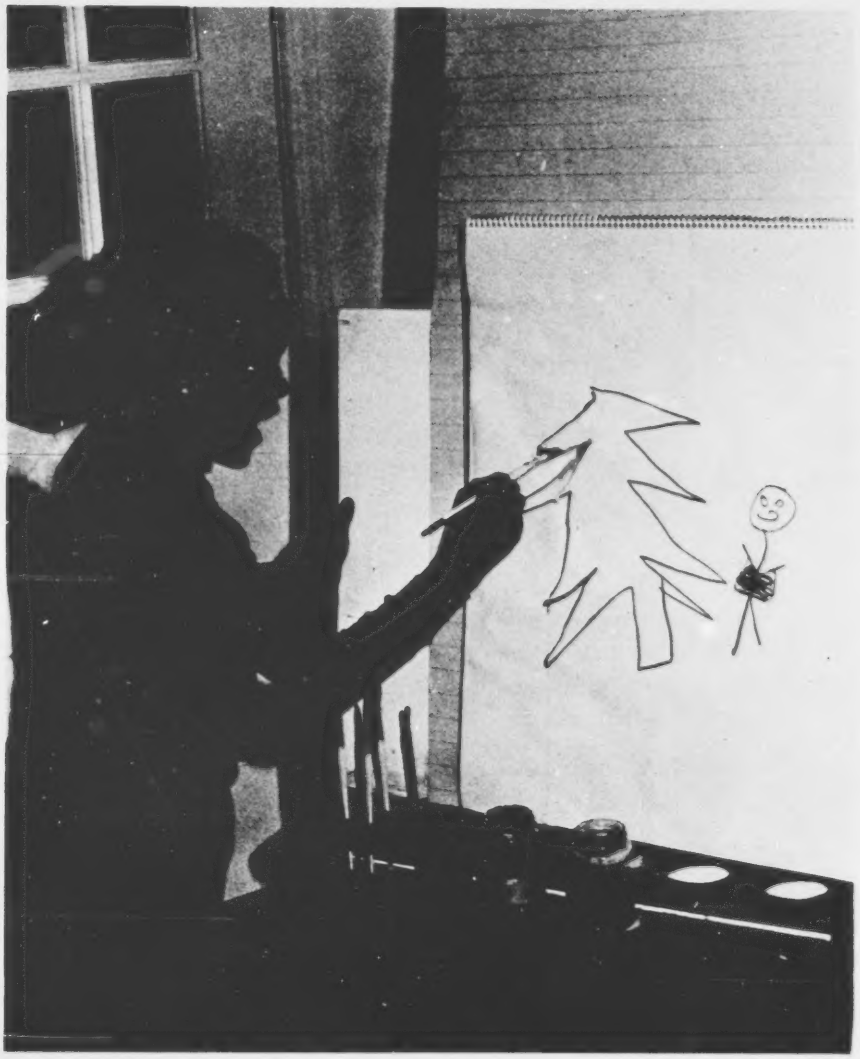
	YES	NO	SOMETIMES	WILL TRY
Does my child have some basic materials to work with when he is feeling creative? (Scissors, paste, crayons, paper, pencils, a box of water color paints)				
Do I encourage my child to play games such as "Candy Land," "Lotto," and "Charades"?				



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PARENTAL CONSIDERATIONS FOR IMPROVING A CHILD'S ABILITY TO LISTEN AND RECALL

	Already Do	Will Try	Improvement Noticed
• I get my child's attention before speaking to him.			
• When I give my child directions, I ask him to repeat them to me, to make sure he heard them correctly and understood them.			
• I give my child opportunities to answer the telephone, report who is calling and take a message.			
• As often as possible, I let my child go to the store to buy one or two things (with some older person along, at first).			
• I am helping my child to memorize his name, address, and phone number.			
• I often give my child a chance to repeat his name, address, and phone number, sometimes by just asking him, and sometimes by making up a little game, such as "What I would tell a policeman if I was lost."			
• As often as I think of it, I ask my child to recall what happened in school yesterday, in Sunday School last Sunday, in the movie he saw a few days ago, etc..			
• When I take my child to the store, or to the church, I ask him to recall the route taken, what the building looked like, and other descriptions of people and places he saw.			
• When we are riding in the car or on the bus, I ask my child to look for all the things he sees that begin with A, B, C, etc.. I ask			

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	Already Do	Will Try	Improvement Noticed
him to look for and count all the blue cars he sees, all the school buses, etc..			
• Other things I do with my child to help him improve his looking, listening, and memory.			

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LISTEN AND VISUALIZE

PURPOSE: To learn to match what is heard with what is said. This game should help to improve the child's ability to recall what he hears and to hold the memory while he looks for the objects to match what he has heard. It also helps him to recognize likenesses and differences in the clues he hears.

MATERIALS: Several miniature toy objects, a basket or shoe box

HOW TO PLAY:

1. • Place in the basket or box 10 to 15 objects to be named.
   • Hand the basket or box to the child.
   • You name 5 objects in the basket or box, such as: car, horse, boat, bear, airplane.
   • Ask the child to listen to the whole list, then remove from the basket or box the objects called for and place them on the floor or on the table, in the same order given, naming them one by one as he removes them.
   • Continue to add objects until the child's limit is reached. His ability to recall more objects in the order they are asked for should slowly increase, as the game is played several times.

2. • Place up to 12 items in the basket or box.
   • You name 4 that have something in common, like:
     · the same beginning sound (car, cat)
     · belonging to the same group or category (bird, plane)
     · having the same final consonant (flower, car, star)
   • Child has to remove the four objects from the basket or box in order called for, name them, and tell you how they are alike.
   • Continue adding objects one at a time, as in the previous activity.

3. • Place items in the basket or box that belong to two different groups or categories, such as: boat, car, plane, bear, cat, pig. (The two different groups here are animals and transportation.)
   • Have the child group the items and explain the basis for his grouping or categorizing.

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LISTEN AND REPEAT

PURPOSE: To develop auditory (hearing) recall and discrimination. To develop the ability to put in order things that are heard, by listening alone, or by looking and listening.

HOW TO PLAY:

1. Tap on the table several times, using a certain rhythm (such as three slow taps, or four taps close together).

2. Ask the child to listen, and then to repeat the tapping pattern exactly as he heard it (the same number of times, and spaced the same way).

   - If this seems difficult for the child, tap on his hand or knee, so that he feels the taps and have him also tap on his own hand or knee, as he tries to repeat your pattern.

   - When using a hard surface, vary the sound by tapping loudly or softly, slowly or rapidly, etc..

3. Next, tap in an irregular rhythm (two loud, fast taps followed by three soft, slow taps, etc.).

4. Finally, when the child can do all of the above steps easily, vary both the sound and the rhythm (two loud, fast taps followed by three soft, slow taps, etc.). When the child has mastered the above, make the game harder and more of a challenge, by having the child turn his back to you, instead of watching you as you indicate the tapping patterns.

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LISTEN AND DO

PURPOSE: To develop the ability to discriminate and recall what is heard.

REMINDERS: Make sure that the child does not talk while following instructions. If the child has difficulty following the instructions in the order given, ask him to say the instructions first, then carry them out.

HOW TO PLAY:

1. Give the child several oral instructions, one after the other, asking him to perform specific acts.

2. Give the directions to the child clearly, and begin with no more than three steps in an instruction. Example: *Walk to the table, pick up the red book, and take it to the chair.*

3. Continue to add instructions as the child is able to follow directions in the correct order and with no hesitation or confusion.

4. Reverse the procedure, having the child give you several orders. The child must then be able to judge whether you carried out the orders as he gave them.

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SCISSORS ACTIVITIES

PURPOSE: To develop and improve eye-hand coordination, vision, and space perception, as well as to develop ability to control scissors in different movements, to learn matching of things alike and not alike, and to develop creativity in use of materials.

MATERIALS NEEDED: A pair of small scissors, preferably blunt-tipped (not long and sharp), and several sheets of different colored construction paper.

METHODS:

1. Fringing: Using a 6-inch square of construction paper, let the child discover for himself the movements and feelings of cutting.

2. The One-Snip Strip: Using a 3/4-inch strip of construction paper, mark it at intervals of 1/4-inch with thick or heavy pencil lines. As skill in snipping the strips along the pencil lines increases, use thinner lines and smaller sections. Have the child try to cut with one snip. (The pieces could be used later for making a mosaic design).

3. Practice Strip for Straight Line Cutting: Prepare 2-inch strips of construction paper which have been crossed at 3-inch intervals by thin pencil lines. This should require several strokes of the scissors. (These pieces can be used as tags and labels for the child's room, etc.).

4. The Half-Snip Strip: Using the 2-inch strips as before (#3), this time mark the cutting guide lines only halfway across the width of the strip. This will help the child to begin to develop control of the length of the cutting stroke.

5. Long and Short Lines: Use a wide strip of paper with alternating rows of long and short pencil lines, to help the child further learn to control the cutting stroke. The rows of long lines are drawn all the way across. (These strips can be woven together and used in several creative ways which the child can be helped to discover.)

6. Cutting Curves: The methods used in cutting straight lines (#3) are used again in cutting curves. The curves should be drawn in both directions - upward and downward curves. When the child knows how to do this confidently, he should start cutting out drawings of leaves, feathers, fish, etc..

7. Zig-zag Strips: Pencil zig-zag lines on 2-inch strips of construction paper. This is for practice of change of directions and can be practiced by cutting out crowns, mountain peaks, Christmas trees, stars, etc..

00046

8. Geometric Forms: Cutting out geometric forms develops skill in changing direction as well as ability to tell the difference in sizes and shapes. Circles, rectangles, squares, triangles, diamonds, and hexagons are drawn and presented in two sizes, on squares of paper. Have the child cut them out. The cut-outs may then be matched to a pattern sheet which you can make up, using the same shapes, but in scattered patterns, so that your child can match his cut-out shapes with the ones drawn for him on the pattern sheet.

JUMP BALL GAMES

PURPOSE: Jump Ball: To develop coordination in jumping patterns using the whole body with feet together, and to develop the ability to jump over the ball gracefully, regardless of what direction or with what speed it comes.

Hand Jump Ball: To develop an awareness of self and other players when rolling the ball, and to develop flexibility in shifting the "lift" and "catch" roles from one hand to the other, under the direction of visual clues.

JUMP BALL

METHOD:

1. Roll a ball toward your child. He must jump over the ball, lifting his feet together to jump and having them land together.

2. Roll a ball toward your child, having him lift both arms together as he jumps, also keeping feet together, as before.

3. Roll the ball from different directions and at different speeds, having child remember to move arms and legs together, smoothly, as he jumps.

4. Start with a small size ball (tennis ball) and work up to a larger size ball (basketball).

5. Next, have the child jump ¼ or ½ turn clockwise or counter-clockwise (or right and left) as he jumps over the ball, remembering the movements in steps 1 and 2.

HAND JUMP BALL

METHOD:

1. Two players stand 3 to 4 feet apart on the same side of a table. Both players place their hands on the table, palms down and about 12 inches apart. All four hands should be in line.

2. One player rolls a ball toward his own hand and the hands of the other player.

3. This same player lifts his own hand to let the ball under, and immediately puts it down again.

4. The other player lifts his first hand just before the ball reaches it and puts it down again after the ball passes under, and then catches it with the other hand.

5. Now the second player repeats the process. Switch places every five rolls, so that each hand's task is reversed.

6. Repeat, with both players looking at some target straight ahead, while controlling the ball with their side vision.

96449

AN ARTICULATION TEST FOR CHILDREN

		Positions			
Age	Sound	Initial	Medial	Final	Isolation
3½	(p)	pen	puppy	cap	(p)
3½	(b)	boy	baby	tub	(b)
3½	(m)	man	mommy	time	(m)
3½	(h)	hand	aha	.....	(h)
3½	(w)	with	awake	.....	(w)
4½	(t)	toe	kitten	boat	(t)
4½	(d)	do	daddy	bed	(d)
4½	(n)	no	many	can	(n)
4½	(k)	cow	cookie	book	(k)
4½	(g)	give	wagon	big	(g)
4½	(ng)	.....	drink	going	(ng)
4½	(y)	yes	onion	toy	(y)
5½	(f)	fan	telephone	knife	(f)
6½	(sh)	shoe	pushed	dish	(sh)
6½	(zh)	.....	treasure	beige	(zh)
6½	(v)	vine	oven	above	(v)
6½	(th)	that	father	bathe	(th)
6½	(l)	look	milk	ball	(l)
7½	(s)	soup	ice cream	bus	(s)
7½	(ch)	chair	kitchen	catch	(ch)
7½	(z)	zoo	scissors	buzz	(z)
7½	(j)	jump	ajar	baggage	(j)
7½	(th)	thick	bathtub	path	(th)
7½	(r)	rock	berry	car	(r)

SHORTCUTS WE USE IN TALKING

Shortcut	How It Would Be Written
Wusa time	What is the time?
Dēgō	Did he go?
Inu mint	In a minute (I'll help you.).
ats right	That is right
gimme	Give it to me

00051

QUESTIONS ABOUT SCHOOL

Perhaps you have experienced the frustration of having asked your child, *What did you do in school today?* and having received the reply *Nothing.* Questions of such a general nature, when posed to the young, usually elicit answers of a general nature. Therefore, to learn something specific about your child's schoolday, it is necessary to ask specific questions — questions that cause your child to recall very real and recent sensations, images, and feelings he has experienced.

Select two or three of the following questions and pose them to your child at a time when he is not distracted by T.V. or anxious to be engaged in some other activity. Many parents find the evening mealtime to be an opportune occasion for family conversation.

These questions are intended only to bring to your child's mind something that can be used to initiate discussion. Naturally, you are not particularly enlightened by the fact that your child stood on a blue carpet today but if he stood on the blue carpet in the library while presenting his Winnie the Pooh puppet show to his classmates, then that is of interest to you. Follow-up questions, then such as, *Where was the blue carpet? Why were you there standing on the carpet?* etc., will stimulate the child to relate to you the more significant details surrounding the impression about which you initially inquired.

- *Did you see anything new on the way to school today? Perhaps a new face? Or an animal or a sign that you haven't seen before?*
- *Can you name two people that touched you today? Who did you touch? Did you touch any animals today? Any plants?*
- *Did you do anything at school today that caused you to be out-of breath? Or make your heart pound?*
- *Did you hear any music today?*
- *Did you do anything today that was messy?*
- *What did you use numbers for today at school?*
- *Did anything happen today that made you laugh? Or make you mad?*
- *What was the first thing you used a pencil for today? The last thing?*
- *Tell me about one book you looked at today.*
- *Tell me one thing an adult said to you today.*
- *Tell me one thing a child said to you today.*
- *Did you see anything today that you wished was yours?*

- *Did you play with a ball today?*
- *Did you hold any cloth in your hand today? Any metal? Anything that stretched? Any plastic? Anything that you had to be careful not to break?*
- *Did you step or sit on anything today that was blue? Yellow? Red?*
- *Was there anything that you tried to do with your body today for the first time?*
- *Was there something you tried to do today with your hands but found it to be too difficult?*
- *Did you have to borrow anything today?*
- *What is the biggest, heaviest thing you lifted today? The smallest, lightest?*

00053

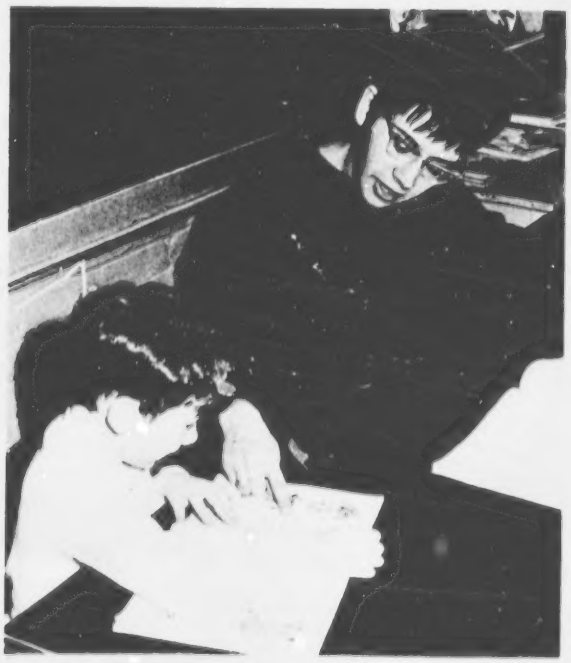
ARE THESE NECESSARY TO LEARN TO READ?

Is it necessary for your child to be able to do the following before he can profit from instruction in how to get meaning from the printed page?

	Yes, absolutely necessary	Perhaps necessary	No, not necessary
1. Recognizes adult authority and follows oral direction of adults.			
2. Recognizes different and like pairs of pictures			
shapes			
letters			
words			
3. Draws a reasonably accurate stick figure			
4. Counts to 10			
5. Associates each numeral up to 10 with the quantity it represents.			
6. Recognizes the first, second, third, and fourth item in a row of objects			
7. Traces a line with his finger from left to right.			
8. Uses scissors to cut simple shapes.			
9. Identifies pairs of words that sound alike			
10. Repeats new words of two or three syllables			
11. Works with small group of children his age, sharing materials and accomplishing a simple task on his own.			
12. Identifies words by drawing lines between words appearing in phrases (the/big/cat)			

00054

	Yes, absolutely necessary	Perhaps necessary	No, not necessary
13. Memorizes 4 line jingles.			
14. Recalls from stories read to him:			
main characters			
main ideas.			
conclusion.			
15. Recognizes red, blue, yellow, green			
16. Holds a pencil to make lines and circles			
17. Holds a book properly, turning the pages from front to back			
18. Sings the 8 tone scale			
19. Walks a balance beam			
20. Responds properly to such commands as *circle, check, underline, cross out, connect with a line*			



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INCREASING SKILL IN HANDLING BOOKS

PURPOSE: To help your child develop skill in handling books during the prereading period. This skill may be developed through practice and also by parental example.

ACTIVITY: You should handle all books with care. Sit down with your child and draw up some guidelines for taking care of books. Let your child tell you what he thinks would be good rules to remember. Make up a list as you go along. Here are some ideas that should be included:

1. Have clean hands when you handle a book.
2. Do not fold the pages of a book.
3. Do not put pencils or other objects in a book.
4. Do not write in a book.
5. Turn the pages of a book carefully.
6. Never eat messy or crumbly food while sitting over a book.

After you have developed this list, have him demonstrate the proper ways of holding a book. Also discuss keeping books neatly on a shelf or in an assigned place, out of the way of cats, dogs, and babies.

As a fun activity, make up a little man, shaped like a book and have him make the man come alive and tell you how he likes to be treated, and how he is treated.

00056

LISTEN CAREFULLY

PURPOSE: To help prepare your child to listen purposefully.

MATERIALS NEEDED: A list of words such as the following:

ACTIVITY: Give your child the following directions orally: *I want you to listen for the name of a number. When you hear the name of a number, clap your hands.* Give him an example: *fire fair four* (clap) Pause after each word.

First try it with numbers:

tree	treat	three	free
shoe	two	chew	toot
hive	live	dive	five
run	none	one	ton
hen	ten	pen	ten
freight	eight	late	date
sticks	six	tricks	sax

Next, try animals: (use same directions as before)

how	now	cow	allow
tony	pony	tony	pony
peep	keep	sheet	sheep
tear	bear	fair	near
fear	tear	deer	near
dish	nish	fish	lish
ham	slam	lamb	tam
habit	labbit	rabbit	nabbit
horse	force	course	source
sale	whale	pail	nail

Next, try colors:

hello	fellow	yellow	jello
Ted	said	red	sled.
grow	great	greet	green
threw	blue	too	you
slack	black	tack	black
town	gown	brown	round
link	pink	sink	clink
black	pack	tack	rack

00057

VISUAL DISCRIMINATION ACTIVITIES

PURPOSE: An essential prerequisite to reading is seeing the difference between word forms and letter forms. This is referred to as visual discrimination because the child is asked to use his eyes to actually see differences between words and letters. You can guide your child in his awareness about words—their similarities and differences.

MATERIALS NEEDED: Paper, pencil.

ACTIVITIES:

1. Make up a list of words in a written series, such as:

   (man mother man man man)

   Have your child underline all the words in the row which are like the first word, man. A minimum of ten exercises of this nature would be appropriate. Remember to keep it as much like a game as you possibly can.

2. Make up two parallel columns of words, in which the same words are used but in a different order. Have your child draw lines connecting the like words in the two columns. Example:

boy	cat
mother	mother
cat	swim
dog	dog
jump	boy
swim	jump

3. Write up a list of 20 first names. Have your child underline all the names beginning with a letter you name.

4. Show your child a list of words without suffixes. In the second column, add suffixes to the words in the first column. (S, es, ing, ed, etc.) Have your child draw a line under the part of the second word that is like the first. Example:

walk	walking
talk	talked
run	running
fight	fighting

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DEVELOPING LEFT-TO-RIGHT AND TOP-TO-BOTTOM SEQUENCE

PURPOSE: Some children entering school need help in observing a left-to-right and top-to-bottom sequence in reading pictures or print. Some need to be shown which is their right hand, and which is their left. Some who know left and right may not yet realize that reading follows from left to right, top to bottom. Here are some suggestions for helping your child develop these directional orientations:

MATERIALS NEEDED: Paper, pencils, crayons, books, pictures, charts.

ACTIVITIES:

1. As you are reading a book to your child, explain where you start and in what direction you are reading. Have your child do the same when he is showing you a picture book.

2. Before beginning a story, have him point to where you should begin reading. Do this with charts, also.

3. If you are writing a note, or making a chart together, ask him where you should begin writing and in which direction you should proceed.

4. A good way to incorporate the skill of putting a story in sequence as the events happened, is to have your child arrange comic strips in order, right-to-left and top-to-bottom, by rows.

5. Have a game of "add-on" drawings proceeding from left-to-right. Example:

00059

REMEMBERING THE SEQUENCE OF EVENTS

PURPOSE: To help your child develop recall of a sequence of ideas presented in a story.

MATERIALS NEEDED: Lined paper, pencils, stories, comic strips, ingredients for baking a cake, seeds, or any other objects used to make something at home.

ACTIVITIES:

1. After you have finished telling your child a story or perhaps after reading a story, ask him questions such as, *What was the first thing John did when he saw that his dog had followed him? What did he do next?* etc..

2. After doing something at home which involved two or more steps, have your child tell you the correct order in which he did the activity. Such things as planting seeds, baking a cake, making a bed, and so on, would be suitable for this type of activity.

3. Having your child retell you a story you read or one which he heard at school, helps develop his skill in remembering a sequence of ideas. Make sure he tells them in the correct order.

4. An exciting activity would be to cut up the frames of your child's favorite comic strip, paste them on a card or piece of paper, mix them up, and have your child rearrange them in proper sequence.

00060

FUN WITH THE SOUNDS IN WORDS

Here are several games that you can play with your child to help him establish associations between the sounds of speech and the symbols that are used to represent these sounds.

1. Prepare a set of 26 cards with one letter of the alphabet on each card. While sitting with your child in a room of your home, select a card, show it to your child and ask him if he can find anything in the room that begins with the sound represented by the letter. (s-sink, d-dish, etc.) If your child has been introduced to clusters of letters that are used to represent one speech sound (goat, chair) then prepare a second set of cards containing a number of these clusters to be used as a continuation of the game. Your second set of cards should include:

ch	th	bl	br	sc	spl	thr
sh	wh	cl	cr	sk	spr	tw
sc	ph	fl	dr	sn	str	
		gl	fr	sp		ea
		pl	gr	st	sk	oa
		sl	pr	sw		or
			tr			

There are other letter clusters but these are the ones most commonly found at the beginning of words. This game can also be played by asking the child to identify words that end with the sounds of the letters on the cards or have the sounds in the middle—"middle" being somewhat arbitrary. (table, butter, cat) Many of the vowels are found in the middle positions. The following letter clusters are frequently found at the end of words:

ay	ck	ng
ow	ch	
er	gh	

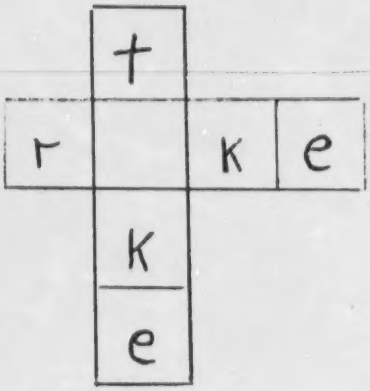
In playing this game, remember that certain letters and letter clusters represent more than one speech sound (cat, cent) and a certain speech sound may be represented by more than one letter or letter cluster (fish, phone). Therefore, when using cue cards containing such ambiguous letters or letter combinations be accepting of your child's responses. If f is the cue card and your child identifies phone as the object whose name begins with the sound that this letter represents, your response might be, *That's right, phone does begin like fish but this is how it is spelled.* (Write the word.) *What letters do we see here that represent the first sound you hear in phone?* In this manner a child's decoding and spelling skills are reinforced.

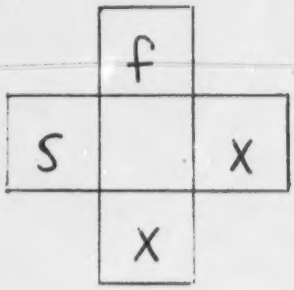
2. Children enjoy making up nonsense words and this interest can be capitalized on to reinforce both decoding and encoding skills. Ask your child to make up a "silly word" or to suggest to you the sound of something he hears — such as the drip of a faucet. If the child responds with *blip, blop,* then ask your child how he would spell these

09061

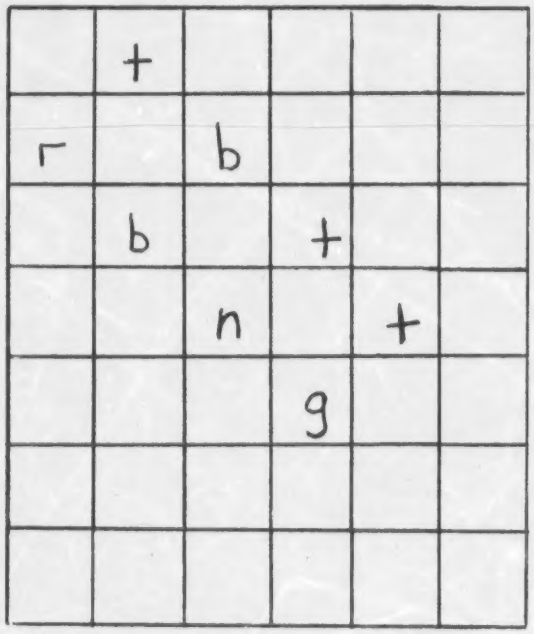
words. Or you may wish to show your child nonsense words (zuk, pid-pud, deng) and ask him to sound them out. In this activity, work with single syllable words before attempting words of greater length.

3. Construct for your child simple crossword puzzles such as the following:





Provide your child with a set of little square cards which contain the missing elements and ask them to place the key cards where they belong. In the samples shown above, the key cards should be a, e, i, o, and u. These puzzles should always be constructed to read from left to right and top to bottom only. Note that the last crossword puzzle is the type the child may continue to add onto himself, calling this his "u-vowel staircase."



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BASIC SIGHT VOCABULARY

XX	a	X	as		again		about		any
X	all		away		ate		after		better
	am	XX	be		black		always		both
X	an		black	X	but		around		bring
XX	and		brown		cold		ask		carry
X	are		by		cut		because		clean
X	at		came		fast	X	been		could
	big		did		first		before		done
	blue		eat		five		best		don't
	call		fall		fly		buy		draw
X	can		find		four		does		drink
	come	X	for		give		for		eight
X	do	X	get		goes		found		every
	down		going		going		full		hurt
	funny	X	have		got		gave		know
X	go		her		green		grow		light
X	good		him	X	had		hold		myself
X	he		his		has		how		never
	help	X	if		hot		just		own
	here		into		its		keep		pick
XX	I		laugh		long		kind		right
XX	in		let		made		much		seven
X	is		live		many		must		shall
X	it		may		new		now		show
	jump	X	my	X	not		off		their
	like		no	XX	of		once		them
	little		old		open		only		then
	look	X	on		please		round		there
	make	X	one		or		sleep		these
X	me	X	put	X	our		small		think
	out		saw		pull		take		those
	play		said		read		tell		together
	pretty		she		saw		thank		use
	ran		sit		say	X	that	X	very
	red		some		sing		they		want
	ride		stop		six	X	this		warm
	run		three		soon		too		wash
	see		today		ten		try		went
	so		two		upon		under		what
XX	the	X	was		us		walk	X	when
XX	to	X	will		who		well		where
	up		work		why		were		which
XX	we		yes		wish		white	X	would
XX	you		yellow	X	your	X	with		write
				X	yours	X	time	X	from
								X	letter

00063

A MODEL FOR READING COMPREHENSION ACTIVITIES

Activity A will provide you with an example of the typical reading comprehension activities that have been discussed in class. Read it through carefully, trying to imagine how your child would respond to this exercise. The italics are directions given verbally by the teacher.

Activity A

This is a story about a family that tried to catch a frog. Read this story to find out if they were able to do this.

Mr. Jones wanted a frog for a pet. He went to a pond. He put Mrs. Jones, Billy, Joe, and Mary in a boat. They went out on the pond.

Soon Billy said, "There's a frog! A big green frog for Dad!"

Dad put his net over the frog. But the frog said, "Goodbye, Mr. Jones. You can't catch me."

Mrs. Jones said, "Here he is! Here's the big green frog!"

Dad put his net under the frog but the frog said, "Goodbye Mr. Jones. You can't catch me."

Mary then said, "Dad,there he is! There is the big green frog way over there!"

Dad looked way over the side of the boat. Dad and his net fell into the pond. Up came Dad with the big green frog on his head.

"I got you," said the frog.

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1. *Where does this story take place? (fact)*

2. *How many people were in the boat? (fact)*

3. *Who wanted a frog for a pet? (fact)*

4. *Who spotted the frog first? Who saw him next? Who saw him next? Then what happened? (sequence)*

5. *Did Mrs. Jones, Billy and Mary want Dad to have a frog for a pet? (inference)*

6. *Who played a trick on Dad? (inference)*

7. *What would be a good title for this story? (main idea)*

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Activity B

Read the story in Activity B, then fill in the blanks.

To introduce my child to this story and to give him a purpose for reading it I would say: _____

_____

_____

_____

Cluck was a pretty bird who lived in a zoo. Cluck had long red feathers and pretty blue eyes.

Many people who came to the zoo wanted to take pictures of Cluck, but cluck was scared of the little black box people held in their hands. So he would run away and hide.

Then one day Cluck heard a strange sound. It went click, click, click. He saw other birds having their pictures taken. It was the little black box that went click, click, click.

"My," he said, "The little black box makes a sound like I do. Yes. Yes. Cluck, cluck, cluck. I think I'll have my picture taken too."

So Cluck did have his picture taken. Then when he saw the picture he was happy. He never knew how pretty he was.

To determine if my child understood the facts of the story I would ask him:

1. _____

_____

2. _____

_____

3. _____

_____

To determine if my child followed the order of events in the story I would ask him:

4. _____

_____

To determine if my child has grasped the main idea of this story I would ask him:

5. _____

_____

6. In addition, to determine if my child _____

_____

I would ask:

_____

_____

66067

CHECKLIST OF PREPARING FOR WRITING

1. Setting

   - Does my child have a set place he can go to when he wishes to write? His own desk or a table that will not be cluttered or in use by someone else?
   - Is the height of this desk or table and its chair such that his arms can rest comfortably on its surface and his feet on the floor?
   - Is the surface on which he will be writing fairly smooth? Free of cracks or lines?
   - Is there adequate lighting available and is it positioned so as not to cast a shadow on the paper?

2. Materials

   - Will this writing station be equipped with:
     - Oversized pencils which are easier for the child to grasp and which are superior to ball point pens in that their contact with the paper results in greater friction and thus better control?
     - Tablets of lined paper, 8½ x 11 inches?
     - A box of large diameter crayons of just six or eight colors?
     - Scissors with blunt ends?
     - A roll of masking tape?
     - 3 x 5 or 5 x 8 cards?
     - Soft rubber erasers?
     - Models of proper letter formations?
     - A wastebasket?

NUMERAL-QUANTITY ASSOCIATIONS

3

6

5

7

4

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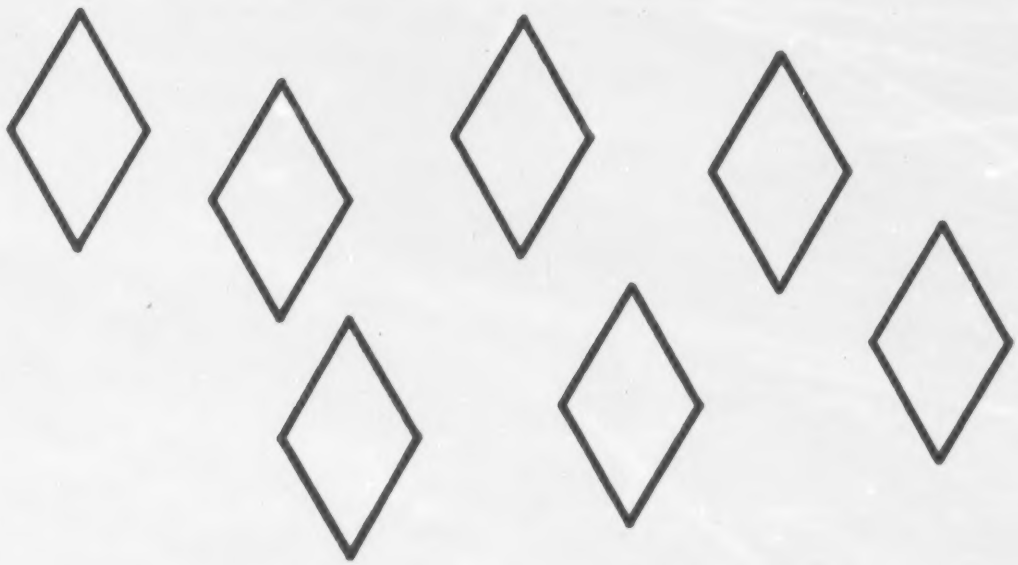
REINFORCING NUMERAL-QUANTITY-NAME ASSOCIATIONS



IDEAS FOR GROUPING OBJECTS AT HOME

Try at least two of these with your child before our next class meeting.

1. Give your child a chance to set the table, using a plate, glass, knife, fork and spoon. Have him count the number of objects in one place setting (5). Then ask him to find the number card which matches the number of pieces in the place setting. Repeat this, using the silverware (3 pieces) and having him find the correct card to match the number of silverware pieces (3). You can show your child that the silverware can be grouped, two pieces on one side of the plate, and one piece on the other side.

2. On a evening when you are serving a vegetable for dinner such as green beans, limas, or carrots, place different numbers of the vegetables on his plate (2 carrots, 9 lima beans) and have him count them, then choose the number card to go with each.

3. When your child is getting dressed in the morning, ask him to count the separate items of clothing he puts on: shoes, socks, underwear, slacks, shirt, sweater. Then have him find the matching number card. He could also arrange the different items of clothing into groups that are alike: shoes and socks (2); slacks (1); underwear (2); shirt and sweater (2), buttons (5). Each time he matches the number of things in the group of things to match the number on the card.

4. When your child is playing with trucks, cars, dolls, or blocks, let him make a game out of putting all the toys of one kind together, counting the number in each group, and matching the amount of things with the correct number card. This can be varied (as can all the other activities) by your selecting a number card and letting your child count out the proper number of things to match the number on the card.

5. Have your child determine how many people there are in your family (parents, brothers and sisters, aunts, uncles, cousins, grandparents). You can then help him make a list of how many men (boys) and how many women (girls) are in the family, and see that there are two groups and match each group with its number card.

00071

PLAYING STORE WITH YOUR CHILD

DIRECTIONS: Give your child two or three old toy catalogs or magazines. Ask him to cut out small toys and paste them on cards or small squares of paper. Using pencil or crayon, help the child to label the cost of each article. Keep the cost at $.10 or under, at first, so that the child can set up items in his "store" with ease, spending his allowance, and dealing with money in numbers that are easy for him to handle.

MATERIALS NEEDED: Several old catalogs or magazines with many pictures; scissors; paste or glue; pencil or crayon; cards, oaktag or small squares of paper.

00072

CHECKLIST FOR GOING SHOPPING WITH YOUR CHILD

Before taking your child on a shopping trip, you can make the experience more meaningful to you both by reviewing the points that follow, and making a mental note of the ones that you feel are most important to you.

	YES	NO
• Have I explained to my child where we are going and what I expect to have him do?		
• Have I set the tone for a good time by creating an attitude of adventure?		
• Did I discuss with my child the amount of money he will be given to handle, and with what restrictions, before leaving for the store?		
• Have I given my child a small change purse or other suitable container for him to carry the money in himself?		
• Have I helped my child to have a respect for money: does he know that it doesn't "grow on trees," and that the supply is not unlimited?		
• Am I prepared to be patient with my child, as he perhaps makes unwise or impossible choices at first, realizing that sometimes the best way to learn is to make a mistake and be able to correct it?		
• Will I remind myself that the only way my child will really learn by this experience is to do the transacting all by himself, and will I try not to interfere? (Most store clerks, when they understand what you are trying to accomplish, will be cooperative).		
• Will I remember to praise my child for his efforts, pointing out the good things he did, rather than what he did wrong?		
• Have I remembered to caution my child that coins should be kept out of his mouth and ears, and that after he has handled money he should try to wash his hands before eating?		

00073

WHAT MY CHILD KNOWS ABOUT TIME

- Does my child understand that there are 24 hours in a day but that a 12 hour division is commonly used for telling time in both the morning and afternoon?
- Can my child count up to twelve?
- Can my child count by fives up to 55?
- Does my child know that the hour hand and the minute hand move at different speeds?
- Can my child tell the difference between the hour hand and the minute hand?
- Does my child know how to read a clock?
- Does my child know how to read time when it's written in either words or numbers?
- Does my child know what time it is when he gets up in the morning? When he goes to bed?
- Does my child know what time it is when he eats his meals? When he goes to school? When he comes home for school? When his favorite TV shows begin and end?
- Does my child know how to set an alarm clock?
- Do I remember to ask him to tell me what time it is, or to remind me of an appointment at a certain time?
- Does my child know how to check time with the radio, T.V., or by using the telephone?
- Does my child know that clocks can be adjusted?

00074

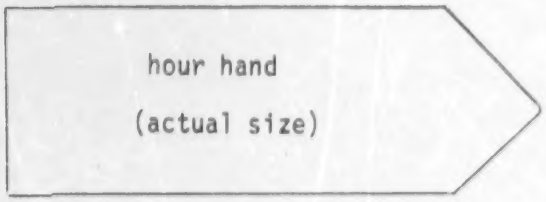
MAKING A PAPER PLATE CLOCK

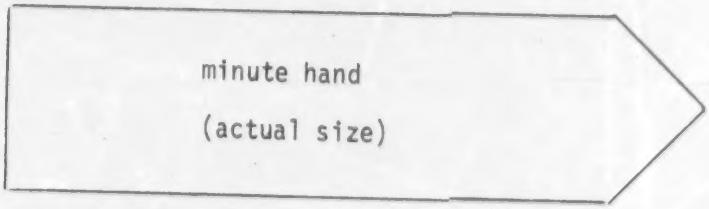
MATERIALS NEEDED: A 10-inch plate; a small amount of dark-colored construction paper, or lightweight cardboard; a brass paper fastener; magic marker or crayon.

DIRECTIONS: With magic marker or crayon draw the numerals on the paper plate. In order to space the twelve numerals evenly it is easiest to write the 12 and the 6 first, then the 3 and the 9, filling in the rest of the numerals in between. Do not use Roman numerals. Do not use dots for 1, 2, 4, 5, 7, 8, 10 or 11.

Use the cardboard or construction paper to make two strips, each 1" wide. One strip should be 2½" long and the other should be 3½" long. These are the hour and the minute hands respectively. Make a point about ½" long on the end of each "hand." Cut out the strips and attach them to the middle of the paper plate with the brass paper fastener. (The hands should be fairly moveable.)

10 inch paper plate





90475

MAKING A TIME BOOKLET

MATERIALS NEEDED: Four or five sheets of 12" x 18" newsprint, or any other light-colored paper available in fairly large size; crayon or pencil; stapler or paper clip.

DIRECTIONS: Staple or otherwise fasten four or five sheets of the paper together, making a booklet. Have your child draw a picture of something he does every day at about the same time, one on each page of the booklet. Then, along with the picture of the thing he is doing, have him draw a clock face, with the hands showing what time it is when he doing the activity. Beneath the clock write the time, using numerals.

00077